

1. Discussion of natural approach & how it fits into Jack Richards designs.
2. uses all three designs.
3. CENTRAL = focus on theory
4. FORWARD = focus on which times you are going to teach, choose method later
5. BACKWARD = focus on needs, what students need to accomplish with the language they acquire/learn

Core of natural approach is the method = design is CENTRAL

FORWARD: Some grammar can be consciously learned (the rules) for use as a monitor- late acquired (ser-estar).

How you feel and where you are / Is when you use the verb "estar". Estoy cansado.

What you're like, your height, your hair, and where you're from: it's time for "ser". (Soy guapo.)

Never important for communication.

BACKWARDS

Audio-lingual for whole phrases eg Hen gaoxing renshi ni, mei wenti.

But they are peripheral and can invite too-complex incomprehensible input (What kind of work do you do?)

Christison and Murray 83-152. Structure, notions and functions, academic language, genre, vocabulary: In each area, acquisition via comprehensible input does better than “study”.

GRAMMAR: The research comparing comprehensible input and traditional. CI has always won. Better in real communication, better or no difference on grammar tests (due to late-acquired grammar). Krashen, S. 2003. Explorations in Language Acquisition and Use. Heinemann. Chapter One. Free download, Available at:

http://www.sdkrashen.com/content/books/explorations_chapter_one.pdf

Much of grammar cannot be “learned”: We don’t know all the rules, teachers don’t teach all the rules, conditions for application are daunting. (know rule, think about correctness, time).

Some use as a Monitor or editor.

VOCABULARY:

1, Overwhelming research showing impact of reading on vocabulary, far more effective than instruction. Krashen, S. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. Modern Language Journal 73: 440-464. <https://tinyurl.com/y8m2ntgt>

2. Smith and Supanich (1984) 456 company presidents, had significantly larger scores than comparisons.

54.5% made an effort to increase their vocabulary since leaving school, half of these mentioned reading, 14% mentioned vocabulary books (3% of total sample).

3. Rodrigo (2009): non-native speakers of Spanish enrolled in a graduate language and literature program in Spanish had larger vocabularies in Spanish than native speakers who are not readers. . Rodrigo, V. 2009:“Componente léxico y hábito de lectura en hablantes nativos y no nativos de español.” Hispania, 2009. Vol. 92, No. 3, 580-592.

ACADEMIC VOCABULARY

1)Rolls and Rogers: one million words of science-fiction contains nearly all the 318 science words from different areas of science, and nearly all occurred half 10 times or more. Rolls, H., & Rodgers, M. P. (2017). Science-specific technical vocabulary in science fiction- fantasy texts: A case for ‘language through literature’. English for Specific Purposes, 48, 44-56.

2)McQuillan ”..reading all seven Harry Potter novels was predicted to result in acquisition of between one-fifth and one-half of the words on the Academic Word List. This is 1.6 to four times as efficient than explicit instruction. McQuillan, J. (2020). Harry Potter and the prisoners of vocabulary instruction: Acquiring academic language at Hogwarts. Reading in a Foreign Language 32,2: 122-142.

3)McQuillan: vocabulary in 22 novels written for young people (e.g. Nancy Drew, Twilight) include 85% of words included on the Academic Word List; 44% appeared on the list 12 time or more times.

McQuillan, J. (2019). Where do we get our academic vocabulary? Comparing the efficiency of direct instruction and free voluntary reading. Reading Matrix, 19, 129-138.

In McQuillan (1994), 41 out of 49 (84%) of students enrolled in university level ESL classes and third semester Spanish classes felt that reading (self-selected combined with assigned) was more pleasurable than grammar instruction.

Research on READING and LITERACY: vocabulary, grammar, writing, spelling.

(a) 1 hour = .6 points on TOEIC! Mason, B., & Krashen, S. 2017. Self-selected reading and TOEIC performance: Evidence from case histories.

<https://tinyurl.com/yc9tc8ha>

(b)UK study: fiction best predictor of vocabulary knowledge. Sullivan, A. & Brown, M. (2014). Vocabulary from adolescence to middle age. University of London.

THE VALUE OF LIGHT READING: GUIDED SSR (Beniko Mason): EASY

AND INTERESTING Mason, B. 2019. <http://beniko-mason.net/content/articles/2019-GSSR-before-SSR.pdf>

-Most neglected part of foreign and second language education. Truly compelling, comprehensible stories for beginners to read: not available in many languages, rarely required, encouraged, or even mentioned.

-Self-selected with teacher guidance, pre-selected at first, gradual movement to full self-selection.

-Students start from the lowest level of graded readers = successful, stress-free reading on the very first day. “Simple Authentic reading” after several years.

(Current approach in foreign language: very little easy reading, rarely interesting, premature reading of difficult authentic texts.)

A case history: World famous Iranian physicist Mahmoud Hessabi began to acquire German at age 60 and according to one native speaker achieved a high level of proficiency largely through reading, beginning with “short and simple” books and progressing to more demanding texts.

Frustration in a store in Germany > 30-45 minutes/night. A friend “started sending him short and simple books used for teaching German ... After a few years she was sending complex philosophical German books and wrote in one of her letters:

“Practice,” for Dr. Hessabi, included reading. A friend who was a native speaker of German living in Geneva learned about Dr. Hessabi’s interest in German and “started sending him short and simple books that were used for teaching German to language learners. After a few years she was sending complex philosophical German books and wrote to him: ‘I feel as if I am writing to a famous German philosopher. I teach German at the University of Geneva and direct the German language section of the Geneva Library. However, every time I receive a letter from you I find myself looking some of the words you used up in the dictionary to find their definitions. If someone didn’t know you personally, they would think that your mother tongue is German.’ Ashtari, N. and Krashen, S. (2020).

<http://language-issues.com/wp-content/uploads/2020/05/1-4.pdf>

Comic books: Krashen, S, and Ujiie, J. 2005. Junk food is bad for you, but junk reading is good for you. International Journal of Foreign Language Teaching 1,3: 5-12. <https://tinyurl.com/yc8tx8rn>

Comics as literature (The Amazing Spider Man, 1984)

Ujiie and Krashen (1996): seventh grade boys who said they read more comic books also reported more pleasure reading in general. The results were similar for middle class children and for those who came from low-income families. Ujiie, J. and Krashen, S. 1996. Comic book reading, reading enjoyment, and pleasure

reading among middle class and chapter I middle school students. Reading Improvement 33,1: 51-54.

Dorrell and Carroll (1981) placed comic books in a junior high school library, but did not allow them to circulate; students had to come to the library to read the comics. They then compared the circulation of non-comic book material and total library use during the 74 days comics were in the library, and the 57 days before they were available. The presence of comics resulted in a dramatic 82 percent increase in voluntary library use, from about 273 visits per day to nearly 500, and a 30 percent increase in circulation of non-comic material, from about 77 volumes per day to just over 100.

Gouin in Krashen, S. (2014.). <https://tinyurl.com/y5qm8ca6>

Began with the “classical method”: 10 days to “fully master” the grammar of German > understood nothing at the university- “... not a word, not a single word would penetrate to my understanding. Nay, more than this, I did not even distinguish a single one of the irregular verbs freshly learnt, though they must have certainly fallen in crowds from the lips of the speakers” (p. 11).

Gouin decided that the problem was that he had only memorized verbs. Learned roots in 4 days, again zero comprehension.

Conversation in a hairdresser salon: “hazarding from time to time a sentence carefully prepared beforehand, awkwardly constructed with the aid of my roots and grammar ... hugely amusing the customers” (p. 14).

Next: heavy classics with dictionary.

Memory is fragile: “Studied in this manner, a language appeared to me under the guise of Penelope’s web, where the work of the night destroyed the work of the day” (p. 15). Undaunted, he returned to reading, not comprehensible texts but those he needed to translate with the use of a dictionary – the works of Goethe and Schiller. The study of verbs and roots, however, didn’t help: In reading the texts, he could hardly recognize anything he had studied.

“So my work on the roots and irregular verbs seemed to have been in vain. Nevertheless I could not bring myself to believe this seriously. ‘The fire smolders under the ashes,’ I assured myself, ‘and will brighten up little by little. We must read, read, day in and day out; translate, translate continually; hunt, hunt a hundred times after the same word in the dictionary, catch it a hundred times, after a hundred times release it; we shall finish by taming it” (p. 16). But after a full week, only 8 pages, all difficult.

Tried popular method books: “The book made the fortune of its author without producing the results sought for by him” (p. 24).

On meeting his professors in Berlin, Gouin noted that they spoke French quite

well, and “ ... never ceased wondering how all these people had learnt this language.”

Everything except comprehensible input:

After a week listening to lectures in German, 7-8 hours a day: “I might attend the German university for a thousand years under these conditions without learning German” (p. 26).

But his next step was the strangest of all: He memorized the entire dictionary, 300 pages and 30,000 words, ten pages a day, over one month. But the result was the same: When Gouin returned to the university, he still understood nothing. So he did it again!

After this ten-month ordeal, Gouin returned home to France. While he was gone, his nephew, two and a half years old when he left, had learned to speak French, his first language, and spoke it without apparent effort, without even being conscious of his work ...”

Gouin had little comprehensible input; in fact, he seemed to have avoided it.

A first language study: Smith and Supanich (1984) 456 company presidents had large vocabularies

54.5% “made an effort to increase their vocabulary since leaving school”; half of this group mentioned READING. Only 14% used traditional vocabulary workbooks: 3% of total sample.

V. Rodrigo (2009): non-native speakers of Spanish enrolled in a graduate language and literature program in Spanish have larger vocabularies in Spanish than native speakers who are not readers, strongly suggesting that reading is a stronger factor in predicting vocabulary knowledge than being a native speaker.

“Componente léxico y hábito de lectura en hablantes nativos y no nativos de español.” Hispania, 2009. Vol. 92, No. 3, 580-592.

	N	Mean	Sd	est size
L1 readers	14	48.6	5.3	48,600
L1 non-readers	6	25.5	9.4	25,000
L2 readers	10	40.9	6.9	40,900
L2 non-readers	14	11.1	3.3	11,100

P = 60

NOTIONS AND FUNCTIONS

Evidence: CAN-DO research (NCSSFL-ACTFL Can-Do Statements)

Relationship with TOEIC scores

	260-315	440-495
hobbies/interests	70	94
public announcements	28	72
take telephone message	21	75
discussion current events	10	53
simple instructions	55	90
tourist guide	45	85
article on familiar topic	30	79
popular novel	23	67
highly technical manual	19	59
time magazine	11	47

Range 5-500

Best predictor of TOEIC = pleasure reading!!

ACQUIRING GENRE: Miller, D. 2009 The Book Whisperer Jossey-Bass: Each child read three books in the genre under consideration. “Guided choice.”

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